Syllabus **CSI Teacher Education Program**

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| Course Title | **Field Experience** | | |
| Course No. & Section | **EDUC 202 SYLLABUS C40 Assisted** | | |
| Semester & Year | Spring 2023 | Credit Hours | 1 |
| Course Location/Delivery | John C. Hepworth Higher Education Center*:* **C40A** */Hybrid:* ***Hepworth 143 Thursdays, 2-4pm*** | | |
| Office & Student Hours | **MWRF 9-10 pm; T 4-5 pm /Zoom/ e-mail me to make other arrangements** | | |
| Canvas LMS System | This course uses Canvas to post course materials: [csi.edu/canvas](http://www.csi.edu/canvas/). | | |
| Zoom Meeting | Only used in place of regular class as needed. | | |

# Instructor Information

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| Instructor Name | **Dr. Egbert,** DistinguishedProfessor of Education: Ph.D.; Education Specialist; & SPED Dir. Certifications |
| Office Address | **OFFICE**: Hepworth, Rm. 123, **315 Falls Ave West, CSI, Twin Falls, Idaho 83303** |
| Office Phone | **208-732-6890** |
| Email Address | legbert@csi.edu/ CSI students use a college email account |
| Communication Advice | I will answer all emails within 48 hours Monday-Friday. If you post a question after 5:00 p.m. on Friday, I may not answer it until Monday evening. |

# Textbook and Required/Optional Materials

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| Required Text | **Teaching Outside the Box:** H*ow to Grab your Students by the Brain See Book store, Amazon, Chegg, etc..By* Johnson, LouAnne (2015); **located in the Bookstore** *(3rd ed.)*  ISBN-13: 978-1119089278 |
| Submit Assignments | Canvas is the main reading source with additional information (2-3x per week minimum); Canvas Calendar; Syllabus Calendar; Modules; and Canvas Homepage. **Post assignment in grade book not in comment section, if you want it graded.** |
| Hybrid Course Activities | Hybrid courses have a mandatory on-campus session with graded activities, such as a student 30 Hour Field Experience, requiring time sheet and Performance Evaluation as course final. Hybrid courses (also known as blended courses) replace **a portion of traditional face-to-face instruction with web-based online learning** (e.g., video lectures, online discussions, or homework assignments). |
| Required Materials | **Use Chrome Web browser or Mozilla Firefox.** Canvas Cell Aps will not show all information provided. **Chrome Notebooks and other Tablets will not work well.**  *Background check (BC) completed through* ***Castlebranch.com***. Approximately $55.00. **or use existing BC from job, volunteerism etc.** |
| Technology Support  **(Helpdesk)** | Students needing assistance with CSI email or Canvas login are encouraged to contact the Helpdesk via email at [helpdesk@csi.edu](mailto:helpdesk@csi.edu) or via telephone at 208-732-6311. **For Laptop Loans Contact the CSI Helpdesk** . |
| **Pacing: 3-4 Hrs. Wkly.** | It is recommended that you set aside 3-4 hours per week for each credit hour. This course is the equivalent of 1 credit hour. Therefore, in this course you should expect **to spend 3-4 hours each week** in preparation & completion of course assignments. |
| College of Southern Idaho's Canvas Online Platform  This course is included in CSI’s Canvas Program. This grants you access to your required course materials digitally by the first day of class at no cost. No further textbook purchase is necessary. | |

### **Course Description**

This course provides students with a practical, field experience. Under the supervision of a Coordinating Teacher, students will perform a variety of activities, instructional methods, and communication techniques to positively influence a learning environment. Discussions prepare students to professionally demonstrate the knowledge, skills, and dispositions of a future teacher.

### **EDUC 202 --Student Learning Outcomes**

* Complete 15 lecture hours with a CSI instructor face-to-face or online.
* Complete a background check before entering field experience in schools.
* Complete a minimum 30 hours with a certified teacher.
* Engage in many of the following activities: observe classroom instruction, individual instruction, small group instruction, class activity organization, and/or other duties that are normal in a teacher’s everyday activities.
* Understand critical standards of Professionalism and Ethics, basic lesson plan components, & conceptualize what "Effective Teachers do".

## **Purpose of the Course**:

This is “an up-close look at the world of teaching through the eyes of teacher practitioners.” Teacher Practitioners Exhibit Professional and Collegial Practices as Dictated by the State of Idaho **Code of Ethic**, Adopted from the National Education Association (NEA): 10 Principles**:** <http://sde.idaho.gov/cert-psc/psc/>

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| **EDUC 202 COURSE GOALS­­­­­­­­­­­­­­­­­/REQUIREMENTS:** This course requires you **“to participate”**; it is not an observation or shadow teaching. It is not student-teaching either. This is your first opportunity to experience what teachers do. | |
| Complete **15 hours** of course work with a CSI instructor face-to-face or online, in which they will interact ***professionally and ethically*** through discussion forum and through teaching presentations. | |
| Complete a minimum **30 hours with a certified teacher (15 of these in the CSI LAB Schools if possible)**. | |
| Utilize professional and community resources to promote understanding of "**how to prepare self**” for the ***teaching profession*** and professional ethics. | |
| Engage in any of the **“supervised**” learning experiences: preparing classroom instruction; individual instruction; working with small groups of students; organizing class activities; and/or performing other duties within a teacher’s everyday activities and duties. | |
| Apply ***standards of Professionalism through*** critical thinking skills relating ***to*** cognitive, linguistic, social, emotional, and physical areas of development. | |
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Education Program Learning Outcome (PLO): As a result of completing the Education Program, developing **learners will make critical connections as they**:

1. continuously reflect on and discuss **their life experiences** as they relate to the art and science of teaching.
2. demonstrate effective interpersonal and written **communication skills** with families, students, colleagues, and communities.
3. intentionally consider how **growth and development** inform instructional practices.
4. examine their own lived experiences and consider other people's perspectives and positions (similar or conflicting) as a basis for **cooperating in a diverse world**.
5. Develop and sustain human relationships by being able to **identify and adapt to the needs**, values, expectations, and sensibilities of others.
6. Explore the integration of technology in instruction to support student learning.

Graduation Requirements for an Associate of Arts (AA) degree in Teacher Education**:** The Education-Associate of Arts degree is designed to prepare students to transfer to a bachelor’s degree teacher education program in Idaho. The degree prepares students who are interested in teaching. EDUC 290 Weebly Portfolio Requirement from the class is the final paperwork signed by me.

## Call in and make other arrangements prior to the test in case of an emergency. Students will still be subject to a 15% reduction in grade due to a late penalty. If there is no emergency, there is no test make-up. **Check your grade weekly and let me know immediately of any issues. Post grades in gradebook on Canvas and not in the comment section.** Grade Scale: Based on the 100% total listed above, letter grades will be assigned as follows:

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| A: 90 points or above | B: 80 points to 89.9 points | C: 70 points to 79.9 points |
| D: 60 points to 69.9 points | F: below 59.9 points | Divide the number correct by  the total possible to get percentage |

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| **Assignments**  (In and out of class activities such as writing, reading, experiments, works of art, multi-media production, case study, etc. to assist in learning skills and concepts.)  **Class and Team Participation: cannot be made up.**  Professionalism (Attendance, Participation, Punctuality) | 25% |
| **Online Discussions**  (A digital space that enables multiple users to engage in conversation or debate with each other online.) Responsibility (On-line Postings/Assignments) | 25% |
| **Presentations**  (Students verbalizing their knowledge and organizing their thoughts about a topic in order to present a summary of their learning.) | 25% |
| **Team Discussions/Questions to Ponder**  (Students working together to improve their understanding of skills and concepts.) | 25% |
| Total | 100% |
| Course Expectations  **Absences:** This class meets once a week for two hours with an on-line discussion opening each Friday. Critical-thinking questions provide opportunities for in-depth class conversations and on-line discussions forums provide content reflection. A class or assignment missed due to required participation in a verified CSI approved school activity will not be considered an absence. Students who miss class or assignments for other reasons are considered absent and may not have the opportunity to make-up the learning activity. **A doctor’s note does excuse you from class but does not excuse you from completing the assignment. You may not have three absences in this course. Upon missing a fourth class, you will be asked to drop the class as each class consists of two hours. As a result, only three absences from class will be allowed:** 1 absence = “+” or “-” drop in grade; 2 absences = 1 letter grade drops: 4 absences = 2 letter grade drops; and 6 absences = F.  **LATE POLICY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Papers and assignments handed in after assigned due date are** late and will receive an automatic reduction of 10% the first day late and **will not** be accepted **two weeks** after due date. End of the term is the Friday before finals. **No assignments will be accepted during finals week**. Final’s Week is reserved for the final project only. Changes in course content may be made by the instructor which you will be responsible for, so make sure you check the on-line “Home Page” regularly | |

# Student Responsibilities for Learning

Attend class regularly, arrive on time, and be ready to actively engage in the class. Turn in work reflecting your time, effort, and understanding. All work submitted is to be a representation of an individual’s own ideas, concepts, and understanding. Violations of academic integrity **will** result in failure of the assignment, failure in the class, and/or ***dismissal from the program***. Dishonesty practices will be reported to a department committee for consultation/review/disciplinary action. Classroom behavior is to be appropriate to a positive learning environment. You should treat all class members with respect and be thoughtful in your own contributions to the class. You will receive one warning concerning inappropriate behavior; if the behavior persists, the matter will be referred to student services for college discipline. If there is a problem in the class, please let me know: <http://www.csi.edu/StudentHandbook/pdf/StudentCodeOfConduct.pdf>.

Faculty Responsibilities for Teaching

Anything not covered in class according to schedule .... will be ***your*** responsibility. All grades are final and ***will not*** be discussed in class. Please make an appointment to discuss grades in my office. If you are not there to receive your paper, have someone pick it up for you; I do not keep them. All other papers will be returned **within four days.**

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**(1) BACKGROUND CHECK**\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(2) FIELD EXPERIENCE**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Below are the steps you will follow** to secure a field placement at a local school to complete the 30-hour field experience. **Note: Your background check must be completed prior to working with students.**

1. Contact a school in your area.
2. Meet with the school principal/secretary and fill out any forms that he/she needs you to fill out.

**Note:** For Field Experience Options and Contact Information see the **Forms Module on your Canvas course.**

1. Meet with the supervising teacher and collaboratively design a schedule that will work for you both.
2. Before proceeding to Step 5, your **background check** must be fully processed.
3. Begin your field experience.

**(3) STUDENT INFORMATION FORM**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This can be changed, and you may choose more than one location, grade, and /or teacher. This Student Information Form (SIF) will indicate where you choose to do your field experience, which school, and with which teacher(s).

**(4) PORTFOLIO ENTRY/FORMS TO COMPLETE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Portfolio Entry Requirement: Students must submit a copy of their Student Evaluation Performance (LOR) form and specific Time Sheet as a requirement for their Education Electronic Portfolio (Weebly) before the semester ends**. See (CANVAS) for forms.

**(5) DISCUSSIONS**: DB’s are an important aspect to learning in that they allow you to challenge each other, think critically, question your own ideas, and learn something in the process. Every DB will come with a set of instructions on how to participate. Please read each DB carefully so you know what will be expected of you. You may ONLY participate in that DB during the allotted time frame. You cannot make up a DB. Participation in group discussions should contain proper grammar, complete sentences and posting should demonstrate thought and effort. Your grade on each discussion **will be reflective** of whether you met the rubric criteria.

It is important to keep in mind that even though you are interacting on a social level, this is still college and there are a few rules. How you interact with your peers and your instructor on Discussion Board will reflect who you are. Always **“put your best foot forward**” and consider the way your words could be interpreted (or misinterpreted). Impress me with your ability to think critically, analyze varied situations, and effective communication.

**Library**

The CSI Library is located on the main floor of the Meyerhoeffer Building and offers a variety of information resources and services to CSI students (including distance learning students taking classes online or at the off-campus centers). A current CSI student identification card is required to check out materials from the library.

## The library has an open computer lab, study carrels, comfortable seating, study rooms, quiet study room, and the Eagles’ Perch (student lounge). The library collections include books, e-books, reference works, government documents, journals, and magazines (both printed and electronic formats), newspapers, DVDs, and CDs. The library also offers access to a variety of online information resources and services: journal databases, e-journals, e-books, online films, and downloadable audiobooks.

## All online resources are available to students on and off campus. The library’s online catalog which quickly identifies materials that the library owns, and all electronic resources are accessible from any computer with an Internet connection. The library also offers interlibrary loan services (where resources are borrowed from other libraries).

## Reference and research assistance is provided, as well as information literacy instruction. Library instruction is available to classes and student groups and is tailored to the students’ specific needs. “Your Guide to Research,” a self-paced Canvas course which provides information on all the libraries many resources and research strategies, is available for your personal use through self-enrollment. For more information and to access our online resources and services visit the CSI Library Web site at: [www.csi.edu/library](http://www.csi.edu/library).

**Learning & Tutoring Commons**

We are here to help you succeed! Come see us if you want a bright, open and interactive study area. We can provide you with an extra hand learning course concepts, working through assignments or developing additional learning strategies and technology skills.

**Student Resources**

Your College of Southern Idaho experience extends far beyond the classroom. Students have opportunities and support both on and off the campus. In addition to the course-specific content provided in this syllabus, there are a variety of college-wide policies, procedures, and support areas that are designed to help you be successful at CSI. You can find these at [Additional Syllabus Information and Student Services.docx](https://csi.instructure.com/courses/48787/assignments/syllabus-statements-for-students%20(1).pdf) along with additional resources for each area.

**See Course Calendar Schedule on Canvas Homepage\* EDUC 202A Field Experience: first 8 weeks in class and following 8 weeks practice teaching.**

Timeline

Description automatically generated with low confidence

**Select course on Canvas left and select month at the top of the screen.**

**See Calendar and Modules on Canvas for Homework Assignments.**

**Home page is your landing page and will have the weeks assignment listed for a quick view of the week.**

**Course Calendar Schedule** \*\*Due to unforeseen events, it may be necessary for the course calendar to be altered.

**Dates Available** indicate that the assignments are open for submissions.

**Date Due** indicates when the late policy occurs beyond that date and time; and

**Close Date** implies that students **cannot** enter a late assignment beyond that day and time. Which is two weeks past the due date.